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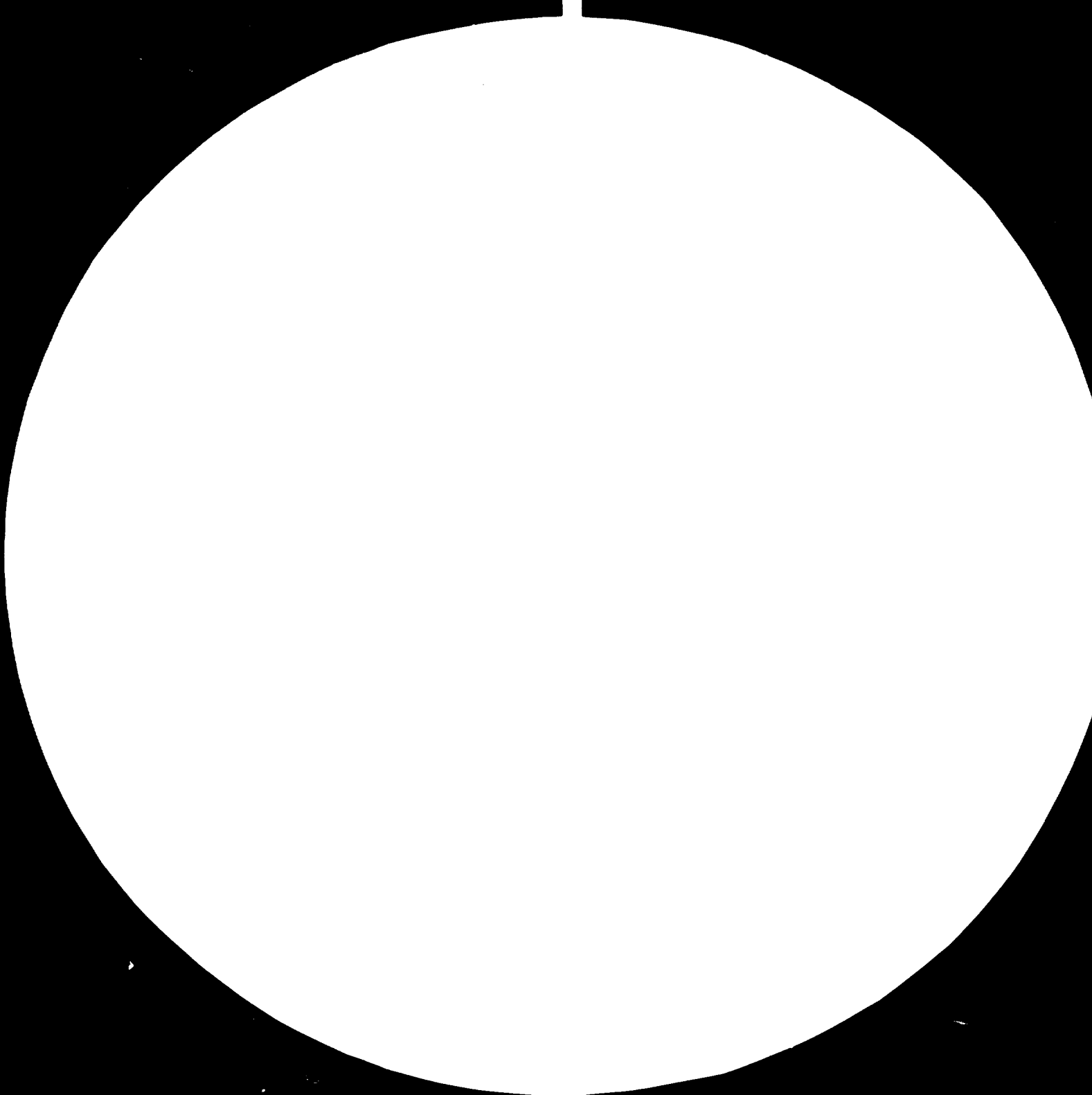
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MICROCOPY RESOLUTION TEST CHART

NATIONAL BUREAU OF STANDARDS-1963-A

Comerint

10803

UNIDO PROJECT SI/ANG/79/801

"Inventaire et Perfectionnement des Cadres Techniques dans l'Industrie.
(Assistance to Centro Basico) in the People's Republic of Angola".
Contract No T81/09

FINAL REPORT

000071

COMERINT, Rome - Italy
July 1981

SYNOPSIS

This report concerns the 3rd Teaching Methodology course (Benguela, 27th April - 6th June 1981), held for the persons in charge of training the Ministry of Industry cadres, part of the project "Inventaire et Perfectionnement des Cadres Techniques dans l'Industrie. (Assistance to the Basic Centre) in the People's Republic of Angola," Unide Project SI/ANG/79/801.

Because of the lack of personnel trained to face the problems of industrial education and because the possibilities of vocational training in Angola are few, for the persons that followed it, this course represented a unique training occasion that was received with great zeal and a sense of responsibility. It would, in fact, be difficult to encounter classes of students so attentive, well-behaved, interested and with such a sense of collaboration as those that took this course.

The number of persons who followed the course was, unfortunately, lower than expected. The reason for this may be a scarce sensibility regarding the recluting of trainees or an effective impossibility for certain persons to leave their work positions for six weeks (the length of the course).

For the future, it is suggested that module III trainees (see Introduction, page 1) attend shorter, specialized courses, still modular, but lasting a maximum of two or three weeks. These could, perhaps, be given twice a year so as to give those persons who are occupied with work for a certain period the possibility to attend the courses at a date when they are less busy.

It is advisable for the trainees who followed the II module (see Introduction, page 1) to attend a further course of from four to six weeks in order for them to gain a more detailed training experience, considering that for most of them it was their first training course (see point 6 - Level of the trainees, page 2).

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1. INTRODUCTION

This Teaching Methodology course is called the 3rd, in that COMERINT has already held two other courses for the persons in charge of training cadres in the Ministry of Industry.

The 1st course was held in Huambo in 1979 and consisted of a single module.

The 2nd course, given in Luanda in 1980, consisted of two modules: module I for those persons who had never followed a course, module II for those who had attended the course in Huambo.

The 3rd Teaching Methodology course, which was the continuation of the preceding ones, was also divided into two modules:

module II for those persons who had followed only the course in Luanda;

module III for those who had followed the courses both in Huambo and Luanda.

The following report gives the principal information regarding the holding of the course and the assessments about the individual trainees.

2. BEGINNING OF THE COURSES

The instructors began arriving in Benguela on 27/4 as programmed but the teaching activities only began on 4/5 as the Prov. Dept. of the Ministry of Industry of Benguela preferred to delay them a few days in the hope that other trainees would arrive.

The time lost was recuperated by working Saturday mornings and longer in the afternoons.

3. PREMISES FOR THE COURSES

The theoretical part of the course was held in the "Empresa Regional de Gorduras" of Lobito (Benguela). Despite the fact that the premises were not exactly scholastic, the company management gradually provided the necessary to hold the courses.

The practical part was, instead, held in the Africa Textil (Benguela) and the Sorefame de Angola (Lobito).

4. LOGISTIC CONDITIONS AND TRANSPORT

Lodgings were good, given the conditions of the country.

Food was at times scarce and on certain days there was absolutely nothing to drink.

There was a lack of transport during the whole period. The fact that the instructors did not have a car to themselves forced them to take advantage of the kindness of Mr. Batalha, Head of the Human Resources Department, who was the only person to have a car of the Ministry of Industry at his disposition. As he was, thus, forced to carry out duties connected both to holding the courses and to the daily life of the instructors, Mr. Batalha frequently had to leave the classroom during lessons, at an obvious cost to his learning.

The bus for the trainees, which was the same one the instructors used for travelling to the school, was frequently unpunctual, very often causing the lessons to start late.

5. NUMBER OF COURSE PARTICIPANTS

The total number of trainees was 20, 10 per module. The number expected before the course began was 35/40. Even earlier, a total number of 70 trainees, 35 for module, had been mentioned.

6. LEVEL OF THE TRAINEES

While the level of the trainees following module III was as expected, that of the trainees in module II was lower because only three of them had attended the course in Luanda. The other seven trainees had never followed a Training Methodology course.

7. SOURCE OF THE TRAINEES

With the exception of two, all the trainees came from the Ministry of Industry or from companies connected to it. The two exceptions, Messrs. Walter Nelson and Luis Antonio Van-Dúnem, came from the Ministry of Fishing (see list, page 8).

8. RELATIONSHIP WITH THE TRAINEES

The relationship with the trainees was excellent. As well as their maximum intellectual commitment during the entire course, on various occasions they showed availability, collaboration, a notable sense of discipline and responsibility.

9. CONTENT OF THE COURSES

The content of the courses obviously took into account that of the courses held in Luanda and Huambo. It was, therefore, a continuation and/or development of the preceding programmes.

9.1 Content of module II

The content of module II was based on two directives:

- a) a detailed analysis of all elements that characterize the teaching-learning process;
- b) the evaluation of certain programming parameters, especially of an economic nature.

The teaching material was prepared on the basis of the following programme:

A first training action, lasting 4 weeks, broken down as follows:

- a) Teaching as a "system" and curricula theories
- b) Teaching objectives
- c) Theories about learning, Teaching and learning techniques

- d) Training design
- e) Language, communication, audiovisual aids
- f) Interaction processes
- g) Group dynamics
- h) Assessment (theories) and assessment techniques.

A second action, lasting 2 weeks, was connected to problems regarding the planning of training and dealt with the following subjects:

- a) Elements of training economics
- b) Elements of education planning
- c) Profit, productivity, efficiency in education
- d) Cost/benefit analysis applied to training
- e) Application of PERT to training processes.

9.2 Content of module III

The programme of module III, containing more practical exercises than that of module II, was divided as follows:

The first three weeks were dedicated to training problems within the context of more complex organizational problems. In fact:

- a) the first two weeks were spent on practical work-collecting data, analysing and studying two companies in Benguela: Africa Textil and Sorefame de Angola;
- b) during the third week, in the classroom and in groups, under the guidance of the instructors, the trainees organized the material collected and learnt how to analyse it, how to obtain both principles and general indications from it, how to define organizational policies and procedures.

All this work was then put into a concrete form consisting of two textbooks which the trainees prepared and then presented, at the end of the course, to the managers of Africa Textil and Sorefame de Angola as their contribution and thanks for having been able to use the companies.

The other three weeks were spent on problems concerning the management of training facts:

- a) choosing and preparing the software for an annual course for mechanical fitters, deciding the relative hardware, the layout, calculating the use of equipment and materials and preparing time-tables;
- b) problems regarding the organization and management of a vocational training centre.

The Escola Central de Petróleos built by Comerint in N'Gunza, was taken as an example, and a visit was made to the vocational training centre of the Ministry of Transport in Lobito;

- c) preliminary study of a centre for training trainers.

10. TEACHING MATERIAL

The following teaching material was delivered to the Ministry of Industry:

10.1 Text-books

1050 text-books were delivered, 350 copies more than the 700 laid down in the contract because before the course began the exact number of participants was not certain and because, as often happens, some copies are usually requested by local authorities and extra copies by the trainees themselves.

As well as the text-books containing the respective programmes for modules II and III, the other text-books were:

For module II:

1. Teaching as a "system" and curricula theories
2. Teaching objectives
3. Design of a training course and of a teaching unit
4. Learning
5. Learning in class: What can a teacher do so that a student learns?

6. Learning in class: What can the student do to learn?
7. Communication and learning
8. Audiovisuals: Which, how, when and why use them
9. Didactic film programmes (Techniques and Filming)
10. Interaction processes
11. Groups and group dynamics
12. Assessment
13. Economic elements for planning education
14. Problems about planning training
15. Productivity profit and efficiency in education
16. Introduction to cost/benefit analysis in education
17. Techniques regarding the preparation and control of programmes.
Introduction to PERT in education.

The text-books for module III were:

1. The choice and preparation of the software for an annual course for mechanical fitters
2. Preliminary study for the design of an institute for training trainers.

Furthermore, all trainees in module III also received a copy of the module II text-books as reference.

10.2 Transparencies and audiovisual hardware

200 transparencies were projected concerning the subjects in modules II and III, but prevalently those in module II.

The following audiovisual hardware was used: a portable videocamera, a "26" Philips colour television and a thermofax machine for transparencies. It was impossible to record anything as the Ministry of Industry failed to supply a video-recorder in time.

11. INSTRUCTORS

COMERINT's instructors held the courses and carried out the other contractual activities in Benguela in accordance with the programmes envisaged. Before beginning his part in holding the courses, Mr. Gianfranco Bottazzi carried out a preliminary research at Africa Textil and Sorefame de Angola which had been chosen, upon suggestion of the Ministry of Industry, for carrying out the practical exercises of the course.

It should be noted that:

Mr. Roberto Saia, expert in audiovisuals and in educational processes, returned to Italy on 14/5 because of illness and was replaced by Mr. Claudio Moscato for the remaining period.

Ms. Giusi Saracino, team leader and expert in educational processes, extended her mission, in place of Mr. Piero Celli.

Mr. Sandro Angelucci, expert in economics and in problems concerning the organization of training remained for a further period to cover the position of Mr. Giuseppe Zanellotti occupied in another country, abroad, where his mission had been unexpectedly extended.

12. LIST OF COURSE PARTICIPANTS
(II MODULE)

LIST OF COURSE PARTICIPANTS

N.	NAME	PLACE OF WORK	JOB
1	AFONSO DOMINGOS DA SILVA	SOREFAME DE ANGOLA - LOBITO	HEAD OF THE ELECTRIC SECTOR
2	ANTÓNIO JOÃO POMBO	EPAN U.E.E. - LUANDA BREAD BAKING FACTORY	HEAD OF THE VOCATIONAL TRAINING SECTOR
3	ANTÓNIO SALES LEMOS	SOREFAME DE ANGOLA - LOBITO	MECHANICAL TURNER AND INSTRUCTOR IN HIS COMPANY'S SCHOOL
4	JÚNIOR FERREIRA CONGA	PROV. DELEG. MIN. OF INDUSTRY, LUANDA	HEAD OF THE LITERACY CAMPAIGN
5	LUÍS ANTÓNIO VAN-DÚNEM	GENERAL SHIPPING MANAGEMENT FOR JOINT ANGOLAN-SOVIET. FISH- ING (Ministry of Fishing- Benguela)	HEAD OF THE ADMINISTRATIVE SECTOR (Associate Manager)
6	ORLANDO MANUEL SEBASTIÃO	NATIONAL DEPARTMENT FOR TRAINING CADRES MINISTRY OF INDUSTRY - LUANDA	JOB NOT YET ASSIGNED

LIST OF COURSE PARTICIPANTS

N.	NAME	PLACE OF WORK	JOB
7	ROSÁRIA LANDO	REGIONAL FATS COMPANY (NORTH) - LUANDA	HEAD OF VOCATIONAL TRAINING
8	SALVADOR LOPES	FADARIO MUTEKA CENTRE	HEAD OF THE PLANNING, STUDY AND METHODS DEPARTMENT
9	SANTOS ASSIS	NATIONAL DEPARTMENT FOR TRAINING CADRES. MINISTRY OF INDUSTRY - LUANDA	HEAD OF THE METHODOLOGY - LITERACY SECTION
10	WALTER NELSON	TRAINING CENTRE, MINISTRY OF FISHING	EMPLOYEE OF THE CENTRE

13. LIST OF COURSE PARTICIPANTS
(III MODULE)

LIST OF COURSE PARTICIPANTS

N.	NAME	PLACE OF WORK	JOB
1	ALBINO SINJENCUMBI	FADARIO MUTEKA VOCATIONAL TRAINING CENTRE, HIAMBO	HEAD OF VOCATIONAL TRAINING CENTRE
2	ARMANDO JOÃO FRANCISCO	NATIONAL BEER FACTORY - LUANDA	HEAD OF THE VOCATIONAL TRAINING SECTION
3	DOMINGOS BATALHA	PROV. DELEG. MINISTRY OF INDUSTRY - BENGUELA	HEAD OF THE DEPARTMENT OF HUMAN RESOURCES
4	DOMINGOS MACULO COXI	NATIONAL DEPARTMENT TRAINING CADRES, MINISTRY OF INDUSTRY, LUANDA	HEAD OF THE SUB-SECTION FOR AIDING COMPANIES
5	JOSÉ ADÃO KISOXI	NATIONAL DEPARTMENT TRAINING CADRES, MINISTRY OF INDUSTRY, LUANDA	HEAD OF THE TEACHING DOCUMENTATION FOR TRAINING CADRES SECTOR
6	MARIA RICARDINA DA PURIFICAÇÃO DA SILVA E ROCHA	REGIONAL PASTA AND BISCUIT FACTORY, BOLAMA - LUANDA	HEAD OF THE DEPARTMENT OF HUMAN RESOURCES

13.

LIST OF COURSE PARTICIPANTS

III MODULE

N.	NAME	PLACE OF WORK	JOB
7	PAULINO DA SILVA	REGIONAL SUGAR WORKS, CATUMBELA	DIRECTOR OF THE SUGAR WORKS TRAINING SCHOOL
8	RAÚL PEDRO FERNANDES	NATIONAL MANAGEMENT MINING INDUSTRY - LUANDA	HEAD OF THE VOCATIONAL TRAINING SECTOR
9	RUI JORGE R. GREGÓRIO	PROV. DELEG. MIN. OF INDUSTRY - BENGUELA	HEAD OF THE SECTOR FOR TRAINING CADRES
10	ZABILA EDUARDO	NAT. DEPT. FOR TRAINING CADRES, MIN. OF INDUSTRY - LUANDA	HEAD OF THE PROGRAMMING AND METHODOLOGY SECTOR

14. INDIVIDUAL ASSESSMENT CARDS

The individual assessment cards were prepared taking five parameters into account:

- A - PRESENCE *
- B - BEHAVIOUR
- C - INTEREST
- D - PARTICIPATION
- E - PROFIT

Each of these parameters was assigned a mark equivalent to:

- 1 = INSUFFICIENT
- 2 = SUFFICIENT
- 3 = GOOD
- 4 = EXCELLENT

Each parameter was then given a different weighting coefficient, according to the importance given to the parameter, thus obtaining the weighted value of the marks.

* If the trainee was absent for only one day during the entire period of the course, it was not taken into account.

15. INDIVIDUAL ASSESSMENTS CARDS
(II MODULE)

INDIVIDUAL ASSESSMENT CARD

II MODULE

NAME AND SURNAME SALVADOR LOPES

N° ABSENCES --

REASON --

ASSESSMENT CRITERIA	MARKS	P-WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)=(2).(3)
A= PRESENCE	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	p= 0.6	2.4
B= BEHAVIOUR	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	p= 0.7	2.8
C= INTEREST	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	p= 0.8	3.2
D= PARTICIPATION	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	p= 0.9	3.6
E= PROFIT	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	p= 1	4

<u> 1st </u> POSITION	TOTAL = <u> 16 </u> OUT OF 16
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INDIVIDUAL ASSESSMENT CARD

11 MODULE

NAME AND SURNAME ANTÓNIO JOÃO POMBO

N° ABSENCES

REASON

ASSESSMENT CRITERIA	MARKS	P-WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)-(2).(3)
A -PRESENCE	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	P= 0.6	2.4
B -BEHAVIOUR	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	P= 0.7	2.8
C -INTEREST	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	P= 0.8	3.2
D -PARTICIPATION	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	P= 0.9	3.6
E -PROFIT	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	P= 1	3

<u>2nd</u> POSITION	TOTAL- <u>15</u> OUT OF 16
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INDIVIDUAL ASSESSMENT CARD

II MODULE

NAME AND SURNAME ROSÁRIA LANDO

N° ABSENCES --

REASON --

ASSESSMENT CRITERIA	MARKS	P-WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)-(2).(3)
A -PRESENCE	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	P= 0.6	2.4
B -BEHAVIOUR	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	P= 0.7	2.8
C -INTEREST	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	P= 0.8	3.2
D -PARTICIPATION	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	P= 0.9	2.7
E -PROFIT	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	P= 1	3

<u>3rd</u> POSITION	TOTAL= <u>14.1</u> OUT OF 16
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INDIVIDUAL ASSESSMENT CARD

IT MODULE

NAME AND SURNAME AFONSO DOMINGOS DA SILVA

N° ABSENCES

REASON

ASSESSMENT CRITERIA	MARKS	P-WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)=(2).(3)
A -PRESENCE	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	P= 0.6	2.4
B -BEHAVIOUR	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	P= 0.7	2.8
C -INTEREST	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	P= 0.8	2.4
D -PARTICIPATION	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	P= 0.9	2.7
E -PROFIT	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	P= 1	3

4th POSITION

TOTAL=13.3 OUT OF 16

INDIVIDUAL ASSESSMENT CARD

II MODULE

NAME AND SURNAME SANTOS ASSIS

N° ABSENCES --

REASON --

ASSESSMENT CRITERIA	MARKS	P=WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)=(2).(3)
A= PRESENCE	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	P= 0.6	2.4
B= BEHAVIOUR	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	P= 0.7	2.8
C= INTEREST	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	P= 0.8	2.4
D= PARTICIPATION	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	P= 0.9	2.7
E= PROFIT	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	P= 1	3

<u>4th</u> POSITION	TOTAL= <u>13.3</u> OUT OF 16
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INDIVIDUAL ASSESSMENT CARD

II MODULE

NAME AND SURNAME ANTÓNIO SALES LEMOS

N° ABSENCES --

REASON --

ASSESSMENT CRITERIA	MARKS	P-WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)=(2).(3)
A= PRESENCE	1 2 3 4	p= 0.6	2.4
B= BEHAVIOUR	1 2 3 4	p= 0.7	2.8
C= INTEREST	1 2 3 4	p= 0.8	3.2
D= PARTICIPATION	1 2 3 4	p= 0.9	2.7
E= PROFIT	1 2 3 4	p= 1	2

<u>5th</u> POSITION	TOTAL = <u>13.1</u> OUT OF 16
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INDIVIDUAL ASSESSMENT CARD

II MODULE

NAME AND SURNAME JUNIOR FERREIRA CONGA

N° ABSENCES

REASON

ASSESSMENT CRITERIA	MARKS	P-WEIGHTING COEFFICIENT	WEIGHTED VALUE				
(1)	(2)	(3)	(4)-(2).(3)				
A= PRESENCE	<table border="1" style="display: inline-table; text-align: left;"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	P= 0.6	2.4
1	2	3	4				
B= BEHAVIOUR	<table border="1" style="display: inline-table; text-align: left;"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	P= 0.7	2.8
1	2	3	4				
C= INTEREST	<table border="1" style="display: inline-table; text-align: left;"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	P= 0.8	2.4
1	2	3	4				
D= PARTICIPATION	<table border="1" style="display: inline-table; text-align: left;"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	P= 0.9	1.8
1	2	3	4				
E= PROFIT	<table border="1" style="display: inline-table; text-align: left;"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	P= 1	2
1	2	3	4				

6th POSITION

TOTAL = 11.4 OUT OF 16

INDIVIDUAL ASSESSMENT CARD

11 MODULE

NAME AND SURNAME ORLANDO MANUEL SEBASTIÃO

N° ABSENCES --

REASON --

ASSESSMENT CRITERIA	MARKS	P=WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)=(2).(3)
A= PRESENCE	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	P= 0.6	2.4
B= BEHAVIOUR	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	P= 0.7	2.8
C= INTEREST	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	P= 0.8	2.4
D= PARTICIPATION	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	P= 0.9	1.8
E= PROFIT	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	P= 1	2

<u>6th</u> POSITION	TOTAL= <u>11.4</u> OUT OF 16
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INDIVIDUAL ASSESSMENT CARD

II MODULE

NAME AND SURNAME WALTER NELSON

- marriage
- trying to find air ticket in order to reach Luanda

N° ABSENCES 6 $\frac{1}{2}$ days

REASON to reach Luanda

ASSESSMENT CRITERIA	MARKS	P-WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)=(2).(3)
A =PRESENCE	1 2 34	p= 0.6	1.2
B =BEHAVIOUR	123 4	p= 0.7	2.8
C =INTEREST	12 3 4	p= 0.8	2.4
D =PARTICIPATION	12 3 4	p= 0.9	2.7
E =PROFIT	1 2 34	p= 1	2

7th POSITION
TOTAL - 11,1 OUT OF 16

INDIVIDUAL ASSESSMENT CARD

II MODULE

NAME AND SURNAME LUÍS ANTÓNIO VAN-DÚNEM

N° ABSENCES

REASON

ASSESSMENT CRITERIA	MARKS	P=WEIGHTING COEFFICIENT	WEIGHTED VALUE				
(1)	(2)	(3)	(4)=(2).(3)				
A= PRESENCE	<table border="1" style="display: inline-table; text-align: left;"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	P= 0.6	2.4
1	2	3	4				
B= BEHAVIOUR	<table border="1" style="display: inline-table; text-align: left;"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	P= 0.7	2.8
1	2	3	4				
C= INTEREST	<table border="1" style="display: inline-table; text-align: left;"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	P= 0.8	1.6
1	2	3	4				
D= PARTICIPATION	<table border="1" style="display: inline-table; text-align: left;"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	P= 0.9	1.8
1	2	3	4				
E= PROFIT	<table border="1" style="display: inline-table; text-align: left;"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	P= 1	1
1	2	3	4				

8th POSITION

TOTAL= 9.6 OUT OF 16

16. INDIVIDUAL ASSESSMENT CARDS
(III MODULE)

INDIVIDUAL ASSESSMENT CARD

III MODULE

NAME AND SURNAME MARIA RICARDINA DA PURIFICAÇÃO DA SILVA E RÓCHA

N° ABSENCES --

REASON --

ASSESSMENT CRITERIA	MARKS	P-WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)=(2).(3)
A =PRESENCE	1 2 3 4	p= 0.6	2.4
B =BEHAVIOUR	1 2 3 4	p= 0.7	2.8
C =INTEREST	1 2 3 4	p= 0.8	3.2
D =PARTICIPATION	1 2 3 4	p= 0.9	3.6
E =PROFIT	1 2 3 4	p= 1	4

<u>1st</u> POSITION	TOTAL= <u>16</u> OUT OF 16
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INDIVIDUAL ASSESSMENT CARD

III MODULE

NAME AND SURNAME RUI JORGE R. GREGÓRIO

N° ABSENCES --

REASON --

ASSESSMENT CRITERIA	MARKS	P-WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)=(2).(3)
A= PRESENCE	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	p= 0.6	2.4
B= BEHAVIOUR	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	p= 0.7	2.1
C= INTEREST	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	p= 0.8	3.2
D= PARTICIPATION	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	p= 0.9	3.6
E= PROFIT	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	p= 1	4

<u>2nd</u> POSITION	TOTAL= <u>15.3</u> OUT OF 16
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INDIVIDUAL ASSESSMENT CARD

III MODULE

NAME AND SURNAME ZABILA EDUARDO

N° ABSENCES --

REASON --

ASSESSMENT CRITERIA	MARKS	P=WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)=(2).(3)
A=PRESENCE	1 2 3 4	p= 0.6	2.4
B=BEHAVIOUR	1 2 3 4	p= 0.7	2.8
C=INTEREST	1 2 3 4	p= 0.8	2.4
D=PARTICIPATION	1 2 3 4	p= 0.9	2.7
E=PROFIT	1 2 3 4	p= 1	3

<u>3rd</u> POSITION	TOTAL= <u>13.3</u> OUT OF 16
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INDIVIDUAL ASSESSMENT CARD

III MODULE

NAME AND SURNAME DOMINGOS MACULO COXI

N° ABSENCES --

REASON --

ASSESSMENT CRITERIA	MARKS	P-WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)=(2).(3)
A=PRESENCE	1 2 3 4	P= 0.6	2.4
B=BEHAVIOUR	1 2 3 4	P= 0.7	2.8
C=INTEREST	1 2 3 4	P= 0.8	2.4
D=PARTICIPATION	1 2 3 4	P= 0.9	2.7
E=PROFIT	1 2 3 4	P= 1	3

<u>3rd</u> POSITION	TOTAL= <u>13.3</u> OUT OF 16
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INDIVIDUAL ASSESSMENT CARD

III MODULE

NAME AND SURNAME ALBINO SINIENCUMBI

N° ABSENCES 6 days

REASON started the course late

ASSESSMENT CRITERIA	MARKS	P-WEIGHTING COEFFICIENT	WEIGHTED VALUE				
(1)	(2)	(3)	(4)=(2).(3)				
A =PRESENCE	<table border="1" style="display: inline-table; text-align: left;"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	P= 0.6	1.8
1	2	3	4				
B =BEHAVIOUR	<table border="1" style="display: inline-table; text-align: left;"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	p= 0.7	2.8
1	2	3	4				
C =INTEREST	<table border="1" style="display: inline-table; text-align: left;"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	P= 0.8	2.4
1	2	3	4				
D =PARTICIPATION	<table border="1" style="display: inline-table; text-align: left;"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	p= 0.9	2.7
1	2	3	4				
E =PROFIT	<table border="1" style="display: inline-table; text-align: left;"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	p= 1	3
1	2	3	4				

<u>4th</u> POSITION	TOTAL- <u>12.7</u> OUT OF 16
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INDIVIDUAL ASSESSMENT CARD

III MODULE

NAME AND SURNAME JOSE ADÃO KISOXI

N° ABSENCES --

REASON --

ASSESSMENT CRITERIA	MARKS	P-WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)=(2).(3)
A =PRESENCE	1 2 3 4	p= 0.6	2.4
B =BEHAVIOUR	1 2 3 4	p= 0.7	2.8
C =INTEREST	1 2 3 4	p= 0.8	2.4
D =PARTICIPATION	1 2 3 4	p= 0.9	2.7
E =PROFIT	1 2 3 4	p= 1	2

5th POSITION TOTAL=12.3 OUT OF 16

INDIVIDUAL ASSESSMENT CARD

111 MODULE

NAME AND SURNAME ARMANDO JOÃO FRANCISCO

N° ABSENCES --

REASON --

ASSESSMENT CRITERIA	MARKS	P-WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)-(2).(3)
A= PRESENCE	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	P= 0.6	2.4
B= BEHAVIOUR	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	P= 0.7	2.8
C= INTEREST	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	P= 0.8	2.4
D= PARTICIPATION	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	P= 0.9	2.7
E= PROFIT	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	P= 1	2

<u>5th</u> POSITION	TOTAL= <u>12.3</u> OUT OF 16
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INDIVIDUAL ASSESSMENT CARD

III MODULE

NAME AND SURNAME RAÚL PEDRO FERNÁNDEZ

N° ABSENCES 3 days

REASON Illness

ASSESSMENT CRITERIA	MARKS	P-WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)=(2).(3)
A= PRESENCE	1 2 3 4	p= 0.6	1.8
B= BEHAVIOUR	1 2 3 4	p= 0.7	2.8
C= INTEREST	1 2 3 4	p= 0.8	2.4
D= PARTICIPATION	1 2 3 4	p= 0.9	2.7
E= PROFIT	1 2 3 4	p= 1	2

<u>6th</u> POSITION	TOTAL= <u>11.7</u> OUT OF 16
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INDIVIDUAL ASSESSMENT CARD

III MODULE

NAME AND SURNAME DOMINGOS BATALHA

He cannot be classified as regards presence

N° ABSENCES See personal judgement sheet

REASON _____

ASSESSMENT CRITERIA	MARKS	P-WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)-(2).(3)
A= PRESENCE	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	P= 0.6	
B= BEHAVIOUR	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	P= 0.7	2.8
C= INTEREST	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	P= 0.8	3.2
D= PARTICIPATION	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	P= 0.9	3.6
E= PROFIT	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	P= 1	3

_____ POSITION	TOTAL= _____ OUT OF 16
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INDIVIDUAL ASSESSMENT CARD

III MODULE

NAME AND SURNAME PAULINO DA SILVA

N° ABSENCES 19 days *Not classifiable (See personal judgement sheet)*

REASON Illness

ASSESSMENT CRITERIA	MARKS	P=WEIGHTING COEFFICIENT	WEIGHTED VALUE
(1)	(2)	(3)	(4)=(2).(3)
A= PRESENCE	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	P=	
B= BEHAVIOUR	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	P=	
C= INTEREST	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	P=	
D= PARTICIPATION	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	P=	
E= PROFIT	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/>	P=	

_____ POSITION	TOTAL= _____ OUT OF 16
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17. JUDGEMENTS ABOUT INDIVIDUAL TRAINEES
(II MODULE)

SALVADOR LOPES

Highly motivated during the whole course, he followed all the subjects with great attention, intervening in a suitable and intelligent way.

As regards pre-course preparation and profit, he was the best in module II.

A good talker, lively, with many interests, he was very well-balanced and sure of himself while at the same time being simple and modest.

He stood out in group work both for his spirit of initiative and his organizing capabilities, and also because of his close collaboration with the others.

ANTÓNIO JOÃO POMBO

An extremely well-behaved and zealous person.

His basic preparation was very good and his motivation during the course excellent.

His frequent interventions were always appropriate and intelligent.

He showed particular interest in those subjects concerning the design of a training course.

He stood out also because of his spirit of collaboration, his initiative and his sense of comradeship towards his colleagues. He also turned out to be an excellent organizer.

ROSÁRIA LANDO

The work experience she has acquired this year must have greatly helped her professional growth.

The course she followed helped to widen her basic preparation and to improve her sensitivity towards teaching.

Highly motivated, she stood out because of her attention and interventions during the entire course, particularly concerning subjects referring to learning, and teaching/learning techniques.

Her presence in the work groups was more than once a stimulus for her colleagues.

AFONSO DOMINGOS DA SILVA

Well-behaved, he was not always attentive despite his self-control and sense of discipline.

He was a good collaborator in group work, frequently showing a sense of balance and moderation but, given his possibilities, he could have done more.

SANTOS ASSIS

He has personal problems which are still unresolved, is timid and, at times, introverted but shows mental vitality and a strong critical sense.

He was sometimes argumentative but was capable of recognizing his mistakes. He showed the same degree of interest, even if not with the same satisfying result, in all the subjects dealt with during the course, continuously asking questions to the instructors and to his colleagues.

ANTÔNIO SALES LEMOS

Even if he did not stand out particularly during the lessons he showed a constant interest in all the course and in the group work.

Attentive, well-behaved, he often referred to his practical working life.

He showed particular interest in the economic aspects of training.

JÚNIOR FERREIRA CONGA

A silent, retiring person, he was very attentive and well-behaved.

At the beginning he took little part in class discussions but gradually acquired more confidence, forcing himself - because of his shy character - to take an active part in the group work and class discussions.

He showed a particular interest in the part of the programme that concerned learning, and teaching/learning techniques.

ORLANDO MANUEL SEBASTIÃO

A person showing a certain good will but to which the results, frequently, did not correspond.

At the beginning he had trouble in taking part in the class discussions because he had been involved with training problems for too short a time. Therefore, his basic preparation, just sufficient, delayed him somewhat in learning certain concepts but he then, also with the help of his colleagues in the work groups, managed to take part in the class life.

WALTER NELSON

He was absent for six and a half days. He, therefore, did not attend the part of the programme concerning learning and followed the next part, learning and teaching techniques, with little attention, possibly because he lacked the preliminary information necessary.

He, instead, followed with great interest and profit both the part regarding certain economic aspects of training, as well as communication and audiovisual techniques, becoming enthusiastic and showing ability especially in handling audiovisual hardware.

LUÍS ANTÓNIO VAN-DÚNEM

It was considered unadvisable for Van-Dúnem to continue the course as, during module I (course in Luanda), he had already shown notable difficulty in following certain subjects because of a lack of the necessary cultural background.

Furthermore, in comparison to last year, he has many unresolved personal problems and is too anxious and emotional to take part in group life.

His interventions were few and, at times, while his physical presence in class was constant, psychologically he was completely absent.

18. JUDGEMENTS ABOUT THE INDIVIDUAL TRAINEES
(III MODULE)

MARIA RICARDINA DA PURIFICAÇÃO DA SILVA E ROCHA

She followed the various subjects dealt with during the course with great interest and was the best trainee in module III.

Possessing prompt intuition and selective attention, she always applied an efficient method of working, using the time and text-books available in a sensible way and managing to arrange the material connected and analysed during the course correctly and completely.

She also knew how to collaborate with her colleagues and showed a notable spirit of comradeship.

Her responsibility, her constant zeal and her high sense of professional duty should also be emphasized.

RUI JORGE E. GREGÓRIO

An active and interested person with notable intuition and critical spirit but he did not always apply himself to a maximum considering his high possibilities.

He showed great capability in organizing the group work, suggesting efficient working methods to his colleagues and using the time and back-up text-books available in a very sensible way.

He has many interests and stood out particularly for the way in which he animated the class discussions and for his spirit of comradeship.

ZABILA EDUARDO

An attentive and active person, his application was notably constant throughout the various parts of the course.

He showed specific interest in problems concerning programming and analysis, and training requirements, and proved to be very capable of re-processing, in a precise and ordered way, the data collected.

He also possessed a sense of collaboration, of comradeship, and a clear feeling of duty.

DOMINGOS MACULO COXI

An attentive person, he was interested in the various subjects but particularly active in class discussions with a critical spirit.

He was specifically interested in programming problems.

He was not, however, always precise when re-processing the data collected and dealt with in the classroom.

ALBINO SINJENCUMBI

A very attentive and well-behaved person, he became part of the group work fairly well despite his late arrival at the course, showing interest and attention.

Of all the parts dealt with during the course, he showed specific interest for the problems concerning the management and use of vocational training centres as they are more closely connected to his present work.

He was fairly active in the class discussions.

JOSÉ ADÃO KISOXI

An attentive, interested person, fairly active in the group work and reasonably precise and ordered in his working methods, he was not as precise and ordered in processing the material collected.

He showed a specific interest in problems concerning organization.

ARMANDO JOÃO FRANCISCO

An attentive person, his application was constant even if at times he had difficulty in understanding certain subjects - such as mathematics and statistics -because of a lack of the necessary bases.

Possessing a good sense of collaboration with his colleagues and a spirit of comradeship, he stood out particularly in the group work.

RAÚL PEDRO FERNANDEZ

An attentive person, capable of animating his colleagues and possessing a spirit of collaboration and comradeship, his participation was not particularly brilliant despite his continuous application.

He showed no particular interest for any specific subject and certainly did not give the best of himself.

DOMINGOS BATALHA

Despite frequent absences from the course (for justified reasons, in that he was the only person capable of performing certain duties necessary both for the organization of the course and for the instructors and trainees, see also point 4 - Logistic Conditions and Transport), (page 2) his good basic preparation, his interest, his capability of making good use of his time and his efficient working method enabled him to finish the course in a more than satisfactory fashion.

PAULINO DA SILVA

He attended the course for too short a time.

Although he showed attention and interest, his limited attendance makes it impossible to give a judgement about him.

